

But know their rights, and, knowing, dare
 maintain,
 Prevent the long-aimed blow,
 And crush the tyrant while they rend the
 chain;
 These constitute a State;
 And sovereign law, that State's collected
 will,
 O'er thrones and globes elate
 Sits empress, crowning good, repressing
 ill.
 Smit by her sacred frown,
 The fiend, Dissension, like a vapor sinks;
 And e'en the all-dazzling crown
 Hides his faint rays, and at her bidding
 shrinks.

There is the sentiment, and it is for us as teachers to help towards the universal acceptance of it, not as a mere sentiment, but as an active principle in our life as a people. As Emerson writes in another connection, "the fossil strata show us that nature began with rudimental forms," and the period of Canadian development in which we have part, has perhaps still sticking about it some portion of the shell of its chrysalis state.

We call ourselves Canadians, but are we? Is our patriotism of the higher honesty? Is there a true nobility, not a make-believe, in its pæans? If the recognized difference between the sentiment and the principle of patriotism; if the Canadian school house as a nursery ground for Canadians; if the Canadian teacher's enthusiasm as an impulse to be imparted while breaking away from provincial bias; if the co-ordination of our superior and inferior educational forces, provincial or federal; if our ministers of education, our superintendents, inspectors and college professors acting in concert can do aught to set the national nerves throb from Halifax to Vancouver, can by united action clear away the chrysalis fragments from our common country, corporate and national, then is there to be seen a smashing of the fossil into smithereens and a breaking out of the truth, a new nation born to us in deed as well as in word.

THE STUDY OF NATURAL SCIENCE.

By ALEX. H. D. ROSS, M.A., TILSONBURG.

THOSE things which are most familiar to us are apt to be regarded with least wonder and to occasion the least thought. It is only when we study with care the objects about us that we *begin* to see how wonderful they really are.

Without becoming a university student, the poorest lad or humblest girl in the world may matriculate into Nature's University, and enter upon studies far more exalted and varied than can be pursued anywhere else.

Where our interest in Nature will lead to, and where it will end, we

need not care. It can never lead to the bad, nor end in anything but good, and the world may profit by it.

Some of the most valuable discoveries and inventions have sprung from apparently trifling accidents which happened amongst *thoughtful* people. For example, while watching a chandelier swinging in a cathedral at Pisa, Galileo observed that whether the arc described was long or short the time of vibration was apparently the same, tested the truth of his supposition by a series of experiments, and the outcome was the use of pendulums to mark the flight of time and measure the attractive force of our earth upon bodies near its surface. Again, while

Thrice is he armed that hath his quarrel
 just. *2 Henry VI., iii., 2.*